

An Analysis of Studies on Organizational Citizenship Behaviors in Turkey: 2000-2015¹

Ali Faruk Yaylaci

Correspondence: Ali Faruk Yaylaci, Asst.Prof., Faculty of Education, Recep Tayyip Erdogan University, Rize, Turkey.

Received: April 18, 2016 Accepted: May 5, 2016 Online Published: May 31, 2016

doi:10.11114/jets.v4i8.1560

URL: <http://dx.doi.org/10.11114/jets.v4i8.1560>

Abstract

In recent years, the number of studies on the organizational citizenship behaviors (OCBs) that reflect the mainstream tendencies has dramatically increased especially in the field of business and educational sciences in Turkey. On the other hand, there is a need for a new conceptualization of the OCBs better suited to educational organizations. An overall evaluation of education-related studies on the OCBs with a holistic approach would be highly fruitful to meet this need. Prompted by such a motive, the purpose of this study is to make a general evaluation on the course of studies on the OCBs in Turkey in the last decade, from 2000 to 2015. This study was designed as a qualitative research. Data were collected through the document analysis, and analyzed in light of the questions about conceptualization of OCBs, method, sample, related structures, etc. According to findings of the study, it is seen that quantitative studies predominate the field. The studies focus on the antecedents of OCBs and the relation between OCBs and such structures as the organizational justice, commitment, leadership, work performance, organizational trust and organizational culture. The studies on the OCBs strongly reflect the approaches developed for business organizations.

Keywords: organizational citizenship behavior, studies in Turkey, academic journals, dissertations

1. Introduction

In today's modern or postmodern world, educational organizations are facing the challenges, which influence all dimensions of the education ranging from schools' organizational structures to educational programs. The schools' effectiveness and quality are increasingly questioned by all shareholders of the educational organizations. In this regard, a great many authorities have borrowed various concepts such as organizational citizenship behaviors (OCBs) from the field of business administration/management. These studies reflect the mainstream tendencies related with the OCBs to a great extent. As emphasized by Şeşen (2008), the studies that are conducted show that the concept of OCBs are based on some de facto acceptances but not discussed on the theoretical, conceptual or philosophical basis. There is need for the conceptualization of OCBs, which are more harmonized especially with the concept of educational organizations and which could pursue the original characteristics of educational organizations. In this regard, it could be argued that an overall assessment regarding the studies on the OCBs could be functional. Within the context of different countries and fields, the need for introspection into the field itself could be mentioned in the development of the field of organizational behavior in Turkey. The fulfilment of this introspection at regular intervals could keep the expectations and contributions about the field on the agenda and offer the opportunity of more qualified researches (Erdemir, 2009 quoted by Akyol and Akçay, 2015). The researches should be categorized; the tendencies and research results should be assessed and synthesized. The studies taking into different perspectives into consideration could be conducted in this way (Çalık and Sözbilir, 2014). Accordingly, the bibliometric studies which have become widespread in natural sciences are also getting widespread in social sciences. Examples of the use of bibliometric analysis as a means of research are increasing and accepted in the academic society as well. There are many examples of this in the literature (Liu et al., 2015; Diem and Wolter, 2013; Nederhof et al., 1989). Such studies map the theoretical developments, procedural practices and findings, and thus ensure that the functional aspects are determined for future researches. Moreover, these studies will ensure that a holistic and general assessment is made with regard to studies that are conducted in different countries and different languages (Hallinger, 2014; Hallinger and Chen, 2015). Within this context, this study is expected to make a holistic and overall assessment regarding the OCBs in Turkey and provide functional data for other OCBs to be conducted in the future.

¹ An earlier version of this article was presented at the Vth European Conference on Social and Behavioral Sciences, 11-14 September 2014, St. Petersburg

1.1 Organizational Citizenship Behaviors

The researchers showed considerable interest in OCBs, and thus a great many studies were conducted with regard to the nature of the increasingly-popular OCBs and also other related structures (Carpenter, Berry & Houston, 2014). The concept of OCBs has been developed by Organ (1977), based on Katz's (1964) concept of extra-role behavior. Organ (1988) has defined the OCBs as the behaviors which are not recognized by an official-formal prize system in a volunteer, direct or clear way and which increase the effectiveness of organizational process as a whole and cumulatively. The OCBs have been defined as something very important and necessary, because it's generally accepted that all the behaviors that are needed to achieve organizational goals cannot be uncovered and activated through definitions of a formal role (Yaylacı, 2011; Aydoğan, 2010; Van Yperen, Van den Berg, & Willering, 1999). Graham (1986) has made a contribution, which could be considered as important in terms of the organizational behavior understanding, and claimed that the citizenship understanding in the political philosophy could form a basis for conceptualizations of the OCBs. Organ's (1988) conceptualizations of the OCBs consist of five original dimensions: 1) Altruism: behaviors towards specific individuals. 2) Consciousness: continuity and participation that go beyond the level of minimal requirement. 3) Sportsmanship: tolerating the inevitable malfunctions without any complaint. 4) Courtesy: informing other people in order to prevent business-related problems, etc. 5) Civic virtue: showing interest and participating in the life of the organization, etc. Graham (1991) has discussed the OCBs in four dimensions, which he believes that should be balanced with each other: harmonization, compliance, fidelity and participation.

There have been significant changes in the conceptualizations ranging from Katz's extra-role behaviors and Organ's categorization of organizational citizenship behaviors to Graham's political contribution in the process of over thirty years. The subject of organizational citizenship behaviors has attracted the attention of many researchers and a great many researches have been conducted with regard to premises and results of the OCBs especially in the last five-twenty years (Şeşen, 2008). Nevertheless, there is need for the development of a more inclusive and consistent organizational citizenship model, which is capable of fulfilling the requirements of a relation that will emerge on the basis of a balance between the rights and responsibilities. It would be possible to avoid the restrictions of approaches that merely focus on the organizational benefit with such an approach (Yaylacı, 2012, Yaylacı, 2015). Conducting an analysis of the general situation on researches that are carried out with regard to OCBs specifically in Turkey and also revealing the general characteristics of researches will make a contribution to the mentioned process of meeting the requirements.

2. Aim

The aim of this study is to reveal the supplementary characteristics, procedural dimensions and general tendencies of postgraduate dissertations and articles that were written regarding the organizational citizenship/citizenship behaviors in Turkey between 2000 and 2015 and make an overall assessment on this basis. In line with this objective, answers to the following questions were sought in this research:

- a) How are the studies on OCBs categorized in terms of their languages and definitions of these concepts?
- b) What is the general situation about the years in which the studies on the OCBs are published?
- c) How are the studies on the OCBs distributed in terms of their fields?
- d) What is the design/method of the studies on OCBs?
- e) How are the studies on the OCBs distributed in terms of their themes?
- f) How are the dissertations on the OCBs distributed in terms of universities?
- g) How are the articles on the OCBs distributed in terms of the number of their writers?
- h) How are the articles on the OCBs distributed in terms of the journals they are published?

3. Method

Main purpose of this study is to make an overall assessment about the organizational citizenship studies in Turkey on the basis of certain criteria with the design of case studies based on the qualitative paradigm. It could be said that the target population of this study consists of all the studies on organizational citizenship/citizenship behaviors that are conducted in Turkey. Considering the fact that the studies or draft studies, which were presented in conferences or congresses but which were not published and left out of context, the articles and postgraduate dissertations that have been published in the last fifteen years – since the year 2000 in which the first study was carried out regarding the OCBs – constitute the target population of this study. Accordingly, a total of 468 studies, including 214 articles, 201 master's theses and 53 doctoral dissertations on the OCBs that were published between January 1, 2000 and December 31, 2015 were determined. The articles involving the target population were found on the Google Academic, the Turkish Academic Network and Information Center (ULAKBİM), Web of Science All Database and EBSCOhost database. The dissertations within the context of the study were obtained from the Dissertations Center of the Council of Higher

Education (YÖK). The data on the articles and dissertations in the target population were discussed in these categories: the conceptualization of OCBs, the years in which they are conducted, the method that is used, the type of studies, field of studies, number of articles, the journals in which they are published or the universities in which dissertations are conducted and the categories in which their relation with the OCBs are researched. The data were analyzed through the frequency and categorical analyses.

4. Findings

The findings that were obtained in the research were revealed on the basis of the questions, which were sought in terms of the purpose of the study.

4.1 Findings on the Language in which the Studies on OCBs are Published and the Concept that is Used

Table 1 and Table 2 show the findings on concepts that are used to refer OCB in Turkish and the languages in which the studies are published. As seen on Table 1, Arabic rooted 'vatandaşlık' word was used in 412 studies and Turkish rooted 'yurttaşlık' in 10 studies in order to express the concept of 'organizational citizenship behaviors' in studies that were conducted in Turkey. The concept of OCBs was mentioned only in English in 46 studies.

Table 1. The Concepts in Turkish

Coceptualization in Turkish	Thesis		Article		Total	
	f	%	f	%	f	%
Vatandaşlık	248	97,6	164	97,6	412	97,6
Yurttaşlık	6	2,4	4	2,4	10	2,4
Total	254	100	168	100	422	100

Table 2. Language of OCB Studies

Language	Master		Doctoral		Article		Total	
	f	%	f	%	f	%	f	%
Turkish	183	91,0	44	83,0	168	78,5	395	84,4
English	18	9,0	9	17,0	46	21,5	73	15,6
Total	201	100	53	100	214	100	468	100

According to data on Table 2, 84.4% of studies on the OCBs (f=395) are in Turkish and 15.6% (f=73) are in English. There is a difference of ratio of studies in Turkish and English in master's theses and articles. 91% (f=183) of master's theses, 83.0% (f=44) of doctoral dissertations and 78.5% of articles are in Turkish. The ratio of studies in articles in English is higher than that of dissertations (f=46, 21.5%). It is seen that the ratio of studies in English in doctoral dissertations is approximately two times higher than that of master's theses. 17% (f=9) of doctoral studies are in English and 83% (f=44) are in Turkish.

4.2 Findings on the Distribution of Studies on OCBs in Terms of the Years of Publication

Table 3 shows the numerical distribution of studies on the OCBs that are conducted in Turkey in terms of years. As seen on the Table 3, there are a total of 468 studies on the OCBs, including 214 articles, 201 master's theses and 53 doctoral dissertations. The studies on the OCBs consist of articles by 45.7%, master's theses by 42.9% and doctoral dissertations by 11.3%. The first studies on the OCBs consist of one article and one postgraduate dissertation that were published in 2000. The first doctoral dissertation on the OCBs was published in 2001. In general terms, 3.8% (f=18) of the studies on OCBs were carried out in 2000-2004, 28.8% (f=135) in 2005-2009 and 52.8% (f=247) in 2010-2014. The highest number of articles on the OCBs was published in 2015 (f=68, 14.5%). The highest number of master's theses was published in 2010 (29 dissertations, 14.4%) and the highest number of doctoral dissertations in 2011 (8 dissertations, 15.1%). 33.3% of the articles were published before 2010 and 66.7% in and after 2010. The situation is similar with regard to the dissertations as well. 32% of master's theses were completed before 2010 and 68% were written after 2010. 34.1% of doctoral dissertations were prepared before 2010 and 65.9% after 2010. There has been an increase in the number of studies on the OCBs as from 2005.

Table 3. Distribution of OCB Studies by Years

Year	Article		Master		Doctoral		Total	
	f	%	f	%	f	%	f	%
2000	1	0,5	1	0,5	0	0,0	2	0,4
2001	1	0,5	1	0,5	1	1,9	3	0,6
2002	-	-	1	0,5	0	0,0	1	0,2
2003	4	1,9	4	2,0	0	0,0	8	1,7
2004	1	0,5	1	0,5	2	3,8	4	0,9
2005	5	2,3	9	4,5	2	3,8	16	3,4
2006	9	4,2	11	5,5	1	1,9	21	4,5
2007	10	4,7	11	5,5	3	5,7	24	5,1
2008	16	7,5	8	4,0	6	11,3	30	6,4
2009	24	11,2	17	8,5	3	5,7	44	9,4
2010	11	5,1	29	14,4	6	11,3	46	9,8
2011	21	9,8	26	12,9	8	15,1	55	11,8
2012	24	11,2	13	6,5	7	13,2	44	9,4
2013	23	10,7	20	10,0	4	7,5	47	10,0
2014	26	12,1	25	12,4	4	7,5	55	11,8
2015	38	17,8	24	11,9	6	11,3	68	14,5
Total	214	100	201	100	53	100	468	100

Figure 1 shows the findings on the increase in the number of studies on the OCBs in the course of years. As seen on Table 1, there has been an increase in the total number of studies on the OCBs as from 2004. There is a relatively higher level of increase particularly in the number of articles and master's theses and a relatively limited increase in the number of doctoral dissertations, but the number of doctoral dissertations started to decrease after 2011. It was seen that there was a decrease in the number of articles on the OCBs in 2010 and it increased again as from 2011. Similarly, the number of master's theses decreased in 2012 and increased again in 2013. It is seen that the total number of studies on the OCBs has increased again as from 2014. There is a considerable increase in the number of articles in 2014 and 2015.

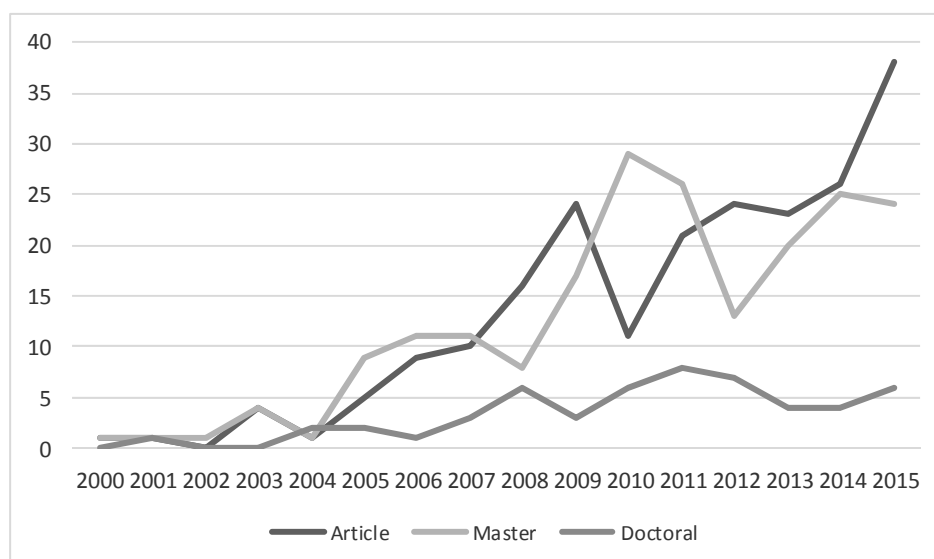


Figure 1. Increasing of OCB Studies by Years

Figure 2 shows the comparison of the course of increase in studies on the OCBs in Turkey and the Web of Science (WOS) All Database. As seen on Table 2, the studies on the OCBs in the WOS All Database started to be seen in 1983

and studies on the OCBs in Turkey in 2000. The increase in the number of articles on the OCBs in the WOS was limited, but there has been a considerable increase as from 2000s. It was found out that there are 1.366 studies on the OCBs involved in the WOS All Database in 1983-2015. 0.4% (f=6) of these studies were published before 1990 and 5.1% (f=69) in 1990-1999, whereas 94.5% (f=1291) of them were published after 2000 (WOS, 2016). It is seen that the situation of increase in the WOS in terms of studies on the OCBs conducted in Turkey was parallel.

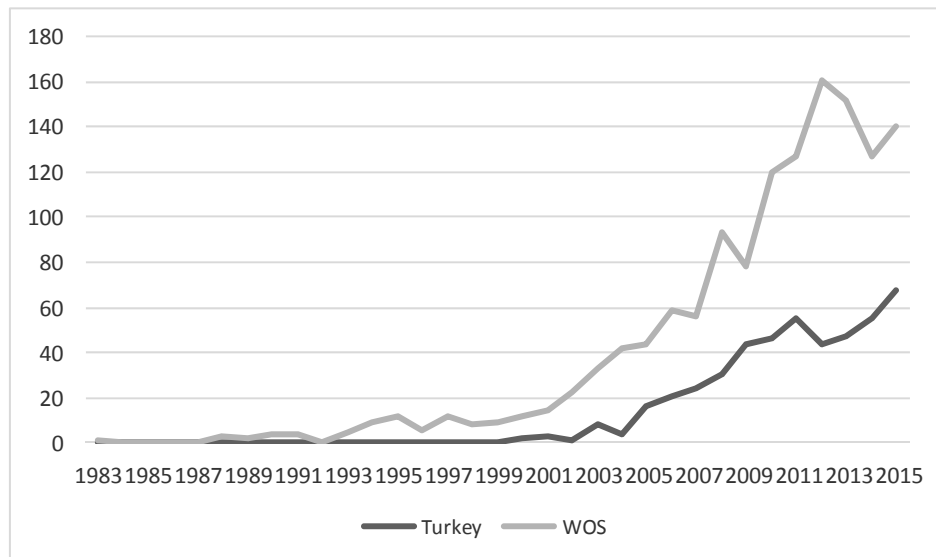


Figure 2. OCB Studies in Turkey and WOS

Table 4 shows data on the distribution of studies on the OCBs in the field of education in terms of years. As seen on Table 4, the first articles on the OCBs within the context of education were published in 2003 (f=3), the first master's thesis was completed again in 2003 and the first doctoral dissertation was completed in 2004. The ratio of studies on the OCBs regarding the education in the form of articles and dissertations are considerably similar to each other. A bit more than half of studies on the OCBs in the field of education (f=78, 54.9%) consist of articles, whereas 45.1% (f=64) cover the dissertations. Within the context of postgraduate dissertations, it is seen that the ratio of doctoral dissertations is quite low (f=10, 15.6%) and the majority of dissertations (f=54, 84.4%) consist of master's theses. 28.2% of the articles in the field of education were written before 2010 and 71.8% were written after 2010. 44.3% of master's theses were written before 2010 and 55.7% of them in and after 2010, whereas 30% of doctoral dissertations were prepared before 2010 and 70% of them after 2010.

Table 4. OCB Studies in Education

Year	Article		Master		Doctoral		Total	
	f	%	f	%	f	%	f	%
2000	-	-	-	-	-	-	-	-
2001	-	-	-	-	-	-	-	-
2002	-	-	-	-	-	-	-	-
2003	3	3,8	1	1,9	-	-	4	2,8
2004	-	-	-	-	1	10	1	0,7
2005	1	1,3	3	5,6	-	-	4	2,8
2006	-	-	5	9,3	-	-	5	3,5
2007	2	2,6	4	7,4	1	10	7	4,9
2008	7	9,0	4	7,4	1	10	12	8,5
2009	9	11,5	7	13,0	-	-	16	11,3
2010	4	5,1	3	5,6	-	-	7	4,9
2011	7	9,0	9	16,7	2	20	18	12,7
2012	13	16,7	1	1,9	2	20	16	11,3
2013	10	12,8	2	3,7	1	10	13	9,2
2014	10	12,8	7	13,0	1	10	18	12,7
2015	12	15,4	8	14,8	1	10	21	14,8
Total	78	100	54	100	10	100	142	100

Figure 3 shows the course of increase in the number of studies on the OCBs in the field of education. As seen on Table 3, there has been an increase in the number of master's theses as from 2005 and the number of articles increased as from 2007. Contrary to decreases that were observed in 2010 and 2013, there has been an increase in the number of articles in

general terms. Similarly, the number of master's theses decreased in 2010 and increased in 2011, and the number of master's theses in the field of education decreased considerably in 2012. It is seen that the number of master's theses which increased again in 2013 continued to increase in 2014 and 2015. Within the context of the comparison of doctoral dissertations to articles and master's theses in the field of education, they are limited in number with a considerably limited increase. The number of doctoral dissertations decreased after 2011 and 2012.

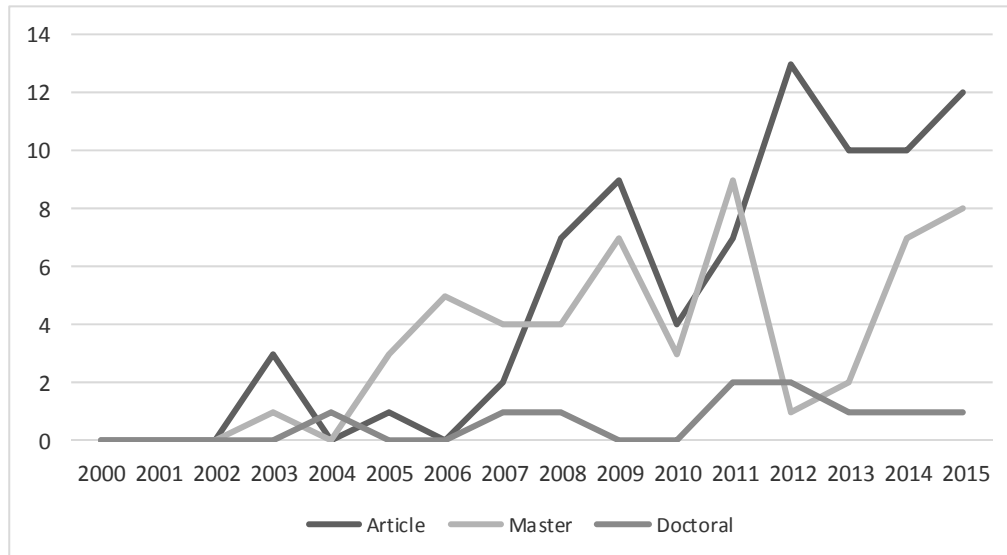


Figure 3. Increasing of OCB Studies in Education by Years

4.3 Findings on the Fields of Studies on OCBs

Table 5 shows the data on the fields of studies about the OCBs. The business management is the field on which the highest number of studies was carried out with regard to the OCBs. Nearly half of the studies on the OCBs were conducted in this field ($f=204$, 43.6%). 30.3% ($f=142$) of the studies on OCBs were carried out in the field of education. The majority of studies on the OCBs were conducted in the fields of business management and education. Nearly three-quarters of the studies ($f=346$, 73.9%) were performed in the fields of business management and education. 50.2% ($f=101$) of master's theses and 62.3% ($f=33$) of doctoral dissertations are in the field of business management, whereas the field of education ranks the first in articles. 36.4% ($f=78$) of articles are in the field of education and 32.7% ($f=70$) of them are in the field of business management. The third field with the highest number of studies on the OCBs consists of health institutions ($f=32$, 6.7%). The tourism and hotel management ranks the fourth ($f=29$, 6.2%). 13.1% ($f=61$) of studies were conducted in fields of public administration, psychology, banking, sports, defense-security, sociology and engineering.

Table 5. Fields of OCB Studies

Field	Master		Doctoral		Article		Total	
	f	%	f	%	f	%	f	%
Business	101	50,2	33	62,3	70	32,7	204	43,6
Education	54	26,9	10	18,9	78	36,4	142	30,3
Health Organizations	14	7,0	2	3,8	16	7,5	32	6,8
Tourism	6	3,0	2	3,8	21	9,8	29	6,2
Public Management	4	2,0	1	1,9	16	7,5	21	4,5
Psychology	8	4,0	3	5,7	-	-	11	2,4
Banking	2	1,0	-	-	6	2,8	8	1,7
Defense/Security	2	1,0	-	-	5	2,3	7	1,5
Sport	2	1,0	2	3,8	2	0,9	6	1,3
Labor Economics	6	3,0	-	-	-	-	6	1,3
Sociology	1	0,5	-	-	-	-	1	0,2
Engineering	1	0,5	-	-	-	-	1	0,2
Total	201	100	53	100	214	100	468	100

4.4 Findings on Research Designs Used in Studies on OCBs

As seen on Table 6 regarding the data on research designs that are used in studies on the OCBs, almost all of the studies were carried out on the basis of quantitative methods ($f=449$, 95.9%) and 0.4% ($f=2$) of studies are based on qualitative

methods. The number of theoretical studies or compilations is 10 (2.1%). Four quantitative studies conducted with quantitative methods consist of meta-analyses.

Table 6. Designs of OCB Studies

Design	Article		Master		Doctoral		Total	
	f	%	f	%	f	%	f	%
Qualitative	1	0,5	1	0,5	-	-	2	0,4
Quantitative	202	94,4	196	97,5	51	96,2	449	95,9
Mixed	1	-	4	2,0	2	3,8	7	1,5
Theoretical	10	4,7	-	-	-	-	10	2,1
Total	214	100	201	100	53	100	468	100

4.5 Findings on the Number of Writers of Studies on the OCBs

Table 7 shows the findings on the number of writers of articles on the OCBs. As seen on Table 7, the studies with two writers rank the first in terms of the number of writers of articles on the OCBs. Nearly half of the studies on the OCBs were written by two writers (f=89, 41.6%). The studies prepared by one writer rank the second. Nearly one-third of the articles (f=72, 33.6%) were written by one writer. Almost one-fifth of the articles on the OCBs (f=45, 21.0%) were written by three writers. 3.8% (f=8) of the studies were prepared by four, five and six writers. In general terms, nearly three-fifth of the articles on the OCBs (f=142, 66.4%) were written by many writers.

Table 7. Number of Writers of OCB Studies

Number of Writers	f	%
1	72	33,6
2	89	41,6
3	45	21,0
4	4	1,9
5	3	1,4
6	1	0,5
Total	214	100

4.6 Findings on Universities to which the Master's Theses on the OCBs are Submitted

Data on the distribution of universities in terms of the number of theses submitted (Table 8) show that the dissertations on the OCBs were prepared in 64 universities. The master's theses regarding the OCBs were submitted to 61 universities, whereas the doctoral dissertations were prepared in 23 universities. The number of universities to which only the doctoral dissertations were submitted is three. One to four dissertations were prepared in nearly four-fifth of universities to which master's theses are submitted (80.3%, 49 universities) and five to nine dissertations were prepared in 13.1% of universities (8 universities). The number of universities in which 10 and more master's theses were prepared is four (6.5%). One to two dissertations were prepared in three-fifth of the universities to which doctoral dissertations are submitted (60.9%, 14 universities). The number of universities to which three to four doctoral dissertations are submitted is six (26.1%). The number of universities to which five to eight doctoral dissertations are submitted is three (13%).

Table 8. Number of OCB theses by Universities

Master Numbers	Thesis	University Numbers		Doctoral Thesis Numbers	University Numbers
		f	%		f %
1-4		49	80,3	1-2	14 60,9
5-9		8	13,1	3-4	6 26,1
10-14		2	3,3	5-6	2 8,7
15-19		1	1,6	7-8	1 4,3
20-24		1	1,6	-	- -
Total		61	100		23 100

Figure 4 shows the universities to which five and more dissertations are submitted with regard to the OCBs. The number of universities to which five and more doctoral dissertations are submitted is 15. The highest number of dissertations on the OCBs was prepared in Marmara University, where a total of 30 dissertations were submitted, including 22 master's theses and eight doctoral dissertations. Afyon Kocatepe University ranks the second with 17 master's theses. The third university with the highest number of dissertations on the OCBs is Gazi University with 15

dissertations. These universities are followed by Dumlupınar University with 13 dissertations and Gebze Institute of Advanced Technology and Istanbul University with 10 dissertations each.

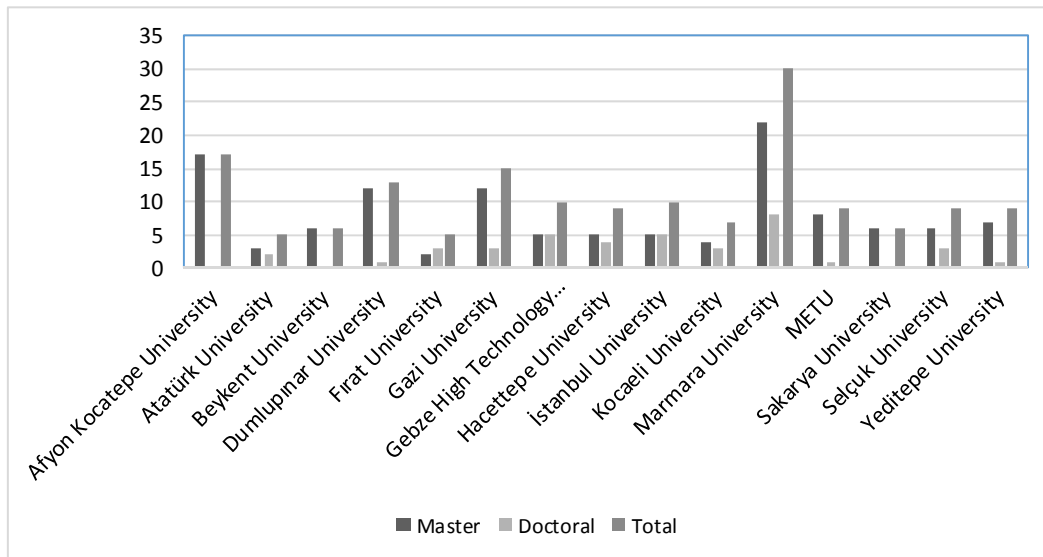


Figure 4. Universities to which five and more dissertations are submitted

4.7 Findings on the Journals Covering the Published Studies on the OCBs

Considering the data about the number of articles on the OCBs that are published on the peer-reviewed journals (Table 9), it is seen that the articles on the OCBs were published in 115 different journals and one to two articles on the OCBs were published in the majority of journals ($f=100$, 87%). More than half of the articles ($f=117$, 62.2%) were published in 100 journals in which one to two articles on the OCBs were published. One article on the OCBs were published in 72.2% of the journals each ($f=83$). The number of journals that published two articles on the OCBs is 17 (14.8%). Three and more articles on the OCBs were published in 13.1% ($f=15$) of the journals. 26 articles that were analyzed were covered by the conference books.

Table 9. Number of OCB articles that are published on the peer-reviewed journals

Number of Articles	Number of Journals	of	Number of Articles	of in
	f	%	f	%
1	83	72,2	83	44,1
2	17	14,8	34	18,1
3	4	3,5	12	6,4
4	7	6,1	28	14,9
5	2	1,7	10	5,3
5+	1	0,9	8	4,3
10+	1	0,9	13	6,9
Total	115	100	188	100

Figure 5 shows the journals with the highest number of published articles on the OCBs. Accordingly, the journal with the highest number of published articles on the OCBs is the Educational Administration: Theory and Practice (KUEY) with 13 articles, whereas the Institute of Social Sciences Journal of Marmara University ranks the second with eight articles. The Journal of Ege Academic Review and the Journal of Economics and Administrative Sciences of Erciyes University rank the third with five articles each. Four articles were published in each of these journals: İstanbul University School of Business Administration's Journal of the Economy of Business Administration, the Journal of Defense Sciences (Savunma Bilimleri), Gazi University Journal of the School of Economy and Administrative Sciences, Süleyman Demirel University Journal of the School of Economy and Administrative Sciences, Uşak University Journal of Social Sciences, the Journal of Industrial Relations and Human Resources (Is Guc) and the Review of Public Administration (Amme Idaresi).

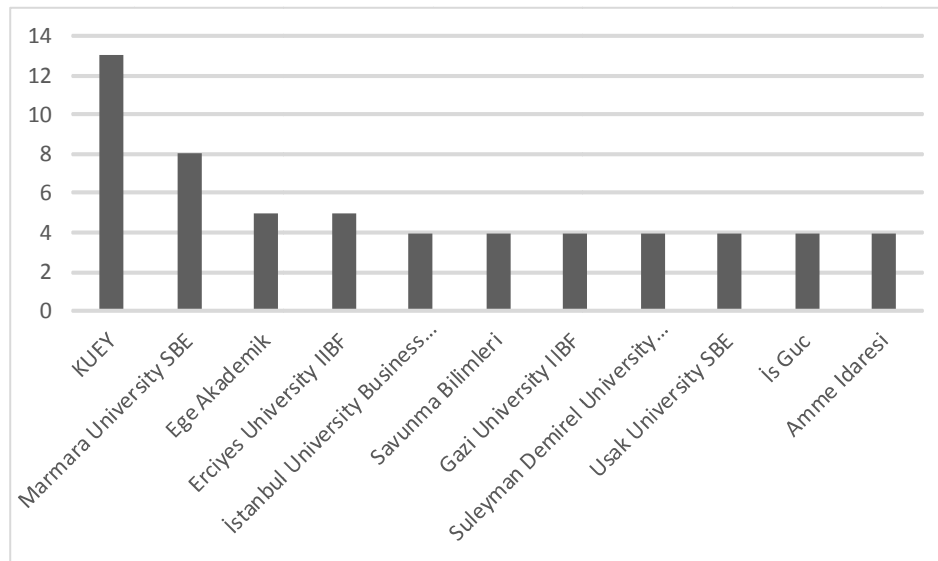


Figure 5. Journals with the highest number of published OCBs articles

4.8 Findings about the Themes of Studies on the OCBs

Figure 6 and Figure 7 show the findings about the themes of studies on the OCBs. 117 different themes were used in studies on the OCBs along with the OCBs (Annex 1). According to findings (Table 5) regarding the categorization of these themes in terms of conceptualizations of the OCBs in the body of literature (Yaylacı, 2004), the organizational premises of the OCBs are the themes that are mentioned the most in articles ($f=44$) and theses ($f=44$). The premises of the OCBs in terms of the organization-individual relation rank the second. The premises based on the organization-individual relation are mentioned in articles ($f=31$) and dissertations ($f=22$). The individual premises rank the third in articles ($f=30$) and dissertations ($f=18$). The themes that are mentioned the least are the resources of the OCBs ($f=8$), level of behaviors ($f=6$) and results ($f=6$).

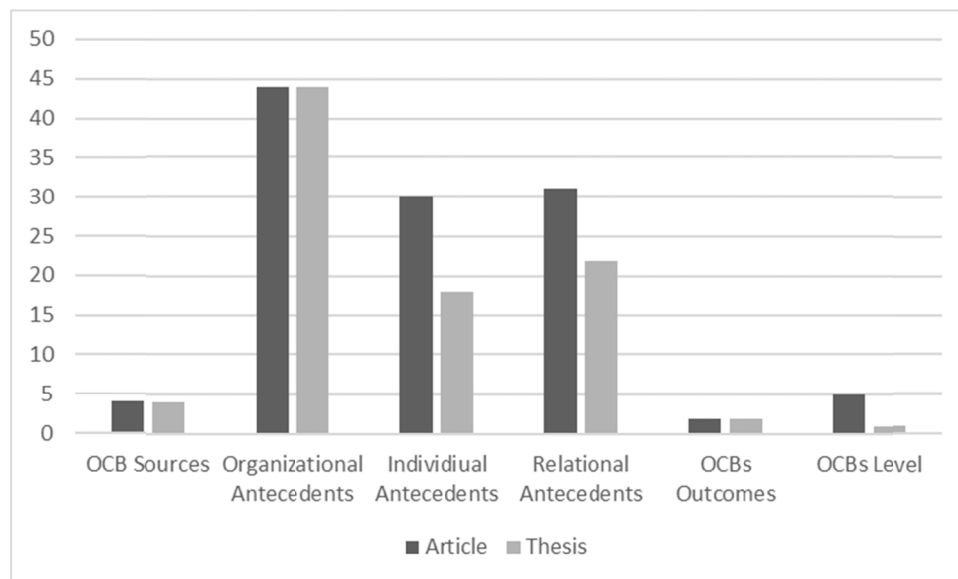


Figure 6. Classification of themes in OCB Studies

Figure 7 shows the themes that are mentioned with the OCBs in at least 10 studies. Accordingly, 17 themes were mentioned along with the OCBs in 10 and more studies. The theme of organizational commitment ($f=68$) is mentioned the most along with the OCBs, organizational justice ranks the second ($f=67$) and the leadership ranks the third ($f=56$). These three studies that are mentioned the most along with the OCBs are respectively followed by the job satisfaction ($f=41$), organizational trust ($f=30$), work performance ($f=26$), organizational culture ($f=20$), emotional intelligence ($f=20$), level of the OCBs ($f=18$), demographic characteristics ($f=14$), organizational identification ($f=13$), burnout ($f=13$), personality characteristics ($f=13$), organizational silence ($f=12$) organizational and work values ($f=11$),

intention to leave/keep the job ($f=10$) and conceptual studies (10 studies).

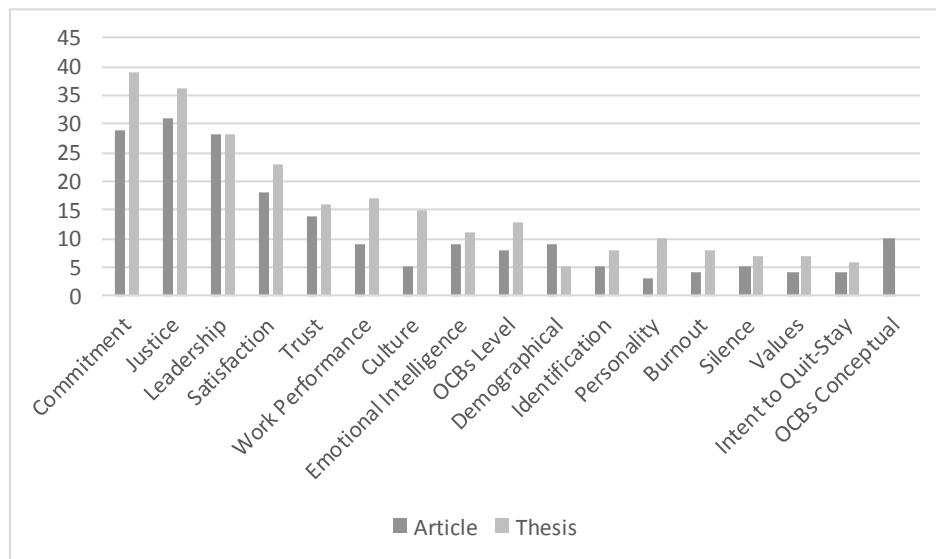


Figure 7. Themes that are mentioned with the OCBs in at least 10 studies

5. Conclusion and Discussion

A total of 468 studies on the OCBs, including 214 articles, 53 doctoral dissertations and 201 master's theses, which were conducted in Turkey between 2000 and 2015 were analyzed in this study. The studies on the OCBs were analyzed in terms of complementary characteristics such as the languages in which they were published and also the preferences in the definitions of concepts, years of publication, fields of studies, research methods that are used, themes of studies, universities to which dissertations are submitted, number of writers of the articles, as well as the journals in which they are published.

There are some findings suggesting that the OCBs are among popular research subjects. Akyol and Akçay (2015) and Koyuncu (2015) found out that the OCBs are also among 10 themes that are mentioned the most in the studies conducted in fields of organizational behavior and business management. The tendency towards an increase in studies on the OCBs is gradually turning the OCBs into a subject that are studied the most. Within the context of this study, it was found out that 468 studies on the OCBs were carried out in 2000-2015. It was determined that three-fifth of 468 studies on the OCBs which were analyzed consists of dissertations and two-fifth of them covers the articles. Armutlu and Arı (2010) found out that the Total Quality Management (TQM) is the management fashion that has attracted attention for the longest period of time to the greatest extent in terms of the dissertations that were prepared in 1986–2008. Nevertheless, considering the fact that 471 dissertations were prepared regarding the organizational commitment, 176 dissertations regarding the organizational justice, 466 dissertations regarding the job satisfaction and 106 dissertations regarding the organizational trust (YÖK Dissertation/2016), findings of this study show that the OCB is gradually becoming a fashionable theme. As Aydın and Bozgeyik (2015) stated that management fashions in Turkey have emerged through the transfer of practices in the world and this situation also true for OCB studies.

According to findings of this study, more than three-fourth of the studies (84.4%) are in Turkish and 15.6% of them are in English. This situation could be considered as a result of the fact that the majority of journals in which the articles are published are the peer-reviewed journals of Turkey. Nearly all the articles in English were published in journals with an international index. The articles in the journals in Turkey that are indexed by international indexes are written in English along with indicative abstracts in Turkish. There are similar findings in the body of literature as well. Al and Coştur (2007) found out that almost all of the articles that they analyzed in the Turkish Journal of Psychology are in Turkish. Al and Coştur (2007), Al and Soydal (2011) consider this situation as a deficiency, indicating that the fact that the publication language of the articles is Turkish prevent the researchers abroad from getting sufficient information about the content of the journal and restrain more researchers in the international platform from taking an interest in these journals. Poyrazlı and Şahin (2010) relate the lower number of publications in English with a great many of academics' difficulties with publishing their studies in English. As emphasized by Yağcıoğlu (2005) as well, the regulations regarding the criteria for advancing in the academic career in Turkey send a strong message to academics' subconscious that English is the superior language (quoted by Poyrazlı and Şahin, 2010). It could be said that this situation is one of the reasons of criticisms about the fact that the studies are mostly in Turkish or not in English.

It could be said that there is a difference of definitions in studies on the OCBs in Turkey that do not exist in English-speaking countries. According to findings of this study, there are two different words to refer citizenship in Turkish. The word ‘*yurttaşlık*’ was used in 10 studies on the OCB, whereas the word ‘*vatandaşlık*’ was used in 413 studies. There are two definitions of the OCBs. The word ‘*vatandaşlık*’ deriving from the Arabic word of ‘*watan*’ for ‘homeland’ and the word ‘*yurttaşlık*’ deriving from the old Turkish word of ‘*yurt*’ for ‘native country’ were used to define the OCB. According to the Turkish Language Association (TDK, 2016), the word ‘*vatan*’ and ‘*yurt*’ are synonyms and the word ‘*yurttaş*’ is defined as follows: ‘each person sharing the same homeland or national feelings, citizen.’ Considering the issue in etymological terms, the word ‘*vatandaş*’ derives from the word homeland with the following meaning: ‘the place where a person is born or living, residence, dwelling.’ The word ‘*yurt*’ derives from the word native country with the following definition in the old Turkish: ‘tent, large nomad tent, accommodation’ (‘*Yurt*’, 2016). These two words have similar meanings, but consist of different associations, and they could be used with different contexts in the colloquial language. It could be said that people with different intellectual backgrounds have a tendency towards defining the concepts with different words. As indicated by Kula (2013), the scientific language is a determining factor in discussions about the grammatical problem of partiality/impartiality, and it is a word with characteristics of the source of language and the way of forming the word is completely subjective. İzbul (1977) said that there was contradiction in terms in Turkey, which is full of value judgments and caused by ideological stances especially in the field of social sciences. Within this context, it is striking that there is dual usage regarding the OCBs in the Turkish body of literature. There are also some opinions that the use of the word ‘*yurttaş*’ would be more appropriate in terms of the organization as a result of the etymological root that refers to the words ‘tent, large nomad tent and accommodation’ and in order to emphasize the concept of citizenship on the national level (Yaylacı, 2015). The mentioned difference has a potential to cause some sort of restriction in academic studies. In some academic studies (Akyol and Akçay, 2015), 23 main subjects were searched as key words in the course of analyzing dissertations about the organizational behavior in the period of 2000-2010 and the organizational citizenship was among the key words, whereas the organizational civic was ignored.

The studies regarding the OCBs in Turkey have emerged as from the year 2000. These studies in the field of business management date back to a considerably late period, considering the history of the concept of OCBs. The initial studies on the OCBs were published in the WOS All Database in 1983 (WOS, 2016), whereas the studies on the OCBs started to emerge in Turkey in 2000. It has attracted the attention of researchers in Turkey in a late period. Moreover, considering the course of increase in the number of studies on the OCBs in Turkey, it could be said that it consists of some repercussions of the worldwide development. As indicated by Podsakoff et al. (2014) and Zhou (2011), the interest showed in the OCBs has dramatically and gradually increased since the OCBs have been incorporated into the body of literature 30 years ago. The OCBs have gained the quality of a productive field of work in different countries and throughout the world. According to findings of this study, the number of studies on the OCBs started to increase with the emergence of these studies in Turkey as well. It has become evident particularly since 2005 with a relatively higher increase in the number of articles and master’s theses. Besides, there is a relatively limited course of increase number of doctoral dissertations, which has started to decrease as from 2011. The highest number of articles on the OCBs was published in 2015 (14.5%), the highest number of master’s theses was submitted in 2010 (14.4%) and the highest number of doctoral dissertations were completed in 2011 (15.1%). 33.3% of the articles were published before 2010 and 6.67% of them were published in and after 2010. The same situation is valid for dissertations as well. 32% of master’s theses were completed before 2010, whereas 68% of them were completed after 2010. 34.1% of doctoral dissertations belong to the period before 2010 and 65.9% were submitted after 2010. According to findings of this study, it is seen that the total number of studies on the OCBs has increased as from 2014. The number of articles considerably increased in 2014 and 2015. It could be argued that the course of increase in the number of studies on the OCBs in Turkey and the increase in the number of worldwide studies are related. The course of increase in the number of articles on the OCBs in the WOS was quite limited until 1999, but there has been a considerable increase since 2000. It was found out that there are 1.366 studies related with the OCBs were published in the WOS All Database in the period of 1983-2015. 0.4% of these studies were completed before 1990, 5.1% in the period of 1990-1999 and 94.5% of them in 2000 and afterwards. According to a review of the EBSCOhost, 9 articles regarding the OCBs were published in peer-reviewed journals in 1980-1989, 313 articles in 1990-1999 and 2.994 articles in 2000-2015 (EBSCOhost, 2016). According to the ISI data, there are 2.100 articles on the OCBs in the body of literature, more than half of which were published in 2004-2010 (Podsakoff et al., 2014). It is seen that the course of increase in the number of studies on the OCBs in the WOS, ISI and EBSCOhost is parallel to that of the related studies carried out in Turkey. Although the studies on the OCBs were late to emerge for 17 years, the dramatic increase in the number of studies on the OCBs that started to be seen as from 2000s has had impact on the researchers in Turkey as well. The number of studies on the OCBs started to rise in Turkey in 2014 and 2015, but the course of decrease in the number of doctoral dissertations

could be considered as the presence of some limitations in terms of making original and new contributions into the field.

The interest in studies on the OCBs is now not limited to the field of organizational behavior, but extended into a great many other disciplines such as marketing, public administration, engineering, health services, sports sciences, sociology, computer science and communication (Podsakoff, et al. 2014). Nevertheless, the findings of this study show that certain fields dominate the studies on the OCBs. The highest number of studies on the OCBs is carried out in the field of business administration. Nearly half of the studies on the OCBs were made in this field (43.6%) and almost one-third of them were conducted in the field of education (30.3%). The fields of business management and education are quite important in terms of the fields of studies on the OCBs. Nearly three-fourth of the studies (73.9%) was conducted in fields of business management and education. The health institutions rank the third in terms of the highest number of studies on the OCBs. 50.2% of master's theses and 62.3% of doctoral dissertations were completed in the field of business management, whereas the field of education ranks the first in the number of articles. 36.4% of articles are in the field of education and 32.7% of them are in the field of business management. This situation could be interpreted as a reflection of the tendency of researchers in the field of education towards transferring the conceptualizations in the field of business management into the field of education. The opinions regarding the fact that the most important reason for the quick adoption and proliferation of the OCBs in the field of education is considered that they make contributions to organizational performance and organizational effectiveness (Bogler & Somech, 2005; DiPaola & Tschannen-Moran, 2001 quoted by Cetin, Gurbuz and Sert., 2015) and it could be one of the explanations regarding the mentioned reflection. Analyzing the declarations from the congress regarding the business management, Koyuncu (2015) found out that the highest number of researches was conducted in such sectors as education, tourism, health, manufacturing and banking. As part of the field of business management, interest in education could be mentioned, and it could be said that there is considerable tendency towards transferences from the field of business management into education. While the organizational civic understanding or behaviors is a quite new conceptualization for educational researchers (DiPaola, Tarter and Hoy, 2004), it has gained the quality of a field in fashion on which many researches are carried out in recent years in Turkey.

According to findings regarding the research designs used in studies on the OCBs, nearly all the studies were conducted on the basis of quantitative methods (95.9%) and four quantitative studies are in the form of meta-analyses. 0.5% of studies are qualitative and 2.2% of them are theoretical studies or compilations. These findings correspond to related findings in the body of literature. Similar findings were obtained in a great many studies analyzing the articles in journals or dissertations in such different fields as business management and education. According to the mentioned findings, there is an increase in the number of qualitative studies worldwide, whereas quantitative methods are used to a great extent in researches and articles conducted in Turkey, where the number of qualitative or mixed studies are very limited (Balci, 1990; Saban et al., 2010; Balci and Apaydin, 2009; Karadağ, 2010; Turan, et al. 2014; Aydın, Erdağ and Sarier, 2010; Göktaş et al., 2012; Uysal, 2013; Koyuncu, 2015; Örücü and Şimşek, 2011; Fazlıoğulları, 2012; Gok and Weidman, 2014). This situation could be interpreted as the fact that positivism is adopted by academics as the dominating scientific paradigm and the quantitative research method is mostly used as a reflection of this situation (Örücü and Şimşek, 2011). The articles and dissertations on the OCBs greatly reflect the importance of the mentioned quantitative paradigm in academic studies in Turkey. Although there is a considerable increase in the number of qualitative researches worldwide, there are also some findings showing that the quantitative methods are also important in studies on the OCBs. The findings obtained by Costa and De Andrade (2015) as a result of their analyses on studies on the OCBs in international journals in fields of management and psychology in the period of 2002-2012 which show that 94.2% of them are quantitative, 0.85% are qualitative and 4.2% are mixed also correspond to the findings of this study. As determined by Saban et al. (2010), the number of qualitative studies has increased in Turkey in recent years. Nevertheless, the qualitative studies are insufficient both qualitatively and quantitatively. It could be said that the continued use of quantitative study designs is influenced by the fact that these researches are capable of reaching higher numbers in terms of the sample. In other words, the strength of positivist paradigm and also the pragmatic impacts that it creates contribute to the importance of quantitative methods as well (Saban, et al., 2010; Turan, et al., 2014). As found out by İşçi (2013) in terms of the example of postgraduate dissertations in the field of educational management, a tendency towards a change in research models is observed. The insufficiency of qualitative studies makes itself further felt in studies on the OCBs.

Again according to findings of this study, there are scarcely any theoretical discussions about the OCBs and the studies aimed at experimenting new conceptualizations. There are only 10 articles in the OCBs in the form of theoretical researches and compilations. This situation also corresponds to findings showing that there is only limited number of theoretical studies in the body of literature or such studies are ignored (Turan, et al., 2014).

According to findings of this study, the studies with two writers rank the first in terms of the number of writers of articles on the OCBs. Nearly half of studies on the OCBs were written by two writers (45.1%). Almost one-third of articles were written by one writer (33%). Nearly one-fifth of the articles on the OCBs were written by three writers (18.7%). 3.2% of the studies were prepared by four, five and six writers. In general terms, nearly three-fifth of articles on the OCBs (122 studies, 67%) were written by many writers. For example, although there are some findings in the body of literature showing that half of the articles in the field of education were written by one writer (Turan et al. 2014), the findings of this study correspond to the findings obtained by Aypay et al. (2010) that the number of articles by one writer has decreased. Turan et al. (2014) indicated that the negative stance towards the publications written by many writers in terms of advancing in the academic career in Turkey encourages the studies prepared by one writer. The findings of this study could be interpreted as the fact that the OCBs are considered as a productive field in which researchers could conduct different studies in great numbers, although the publications concerted by researchers from different disciplines is considered as a positive quality.

According to findings of the study, dissertations on the OCBs are significantly diverse in terms of universities to which they are submitted. The dissertations on the OCBs were prepared in 64 universities, namely, one-third of a total of 193 universities in Turkey. The master's theses regarding the OCBs were submitted to 61 universities, whereas the doctoral dissertations were prepared in 23 universities. The number of universities to which only doctoral dissertations were submitted is three. One to four dissertations were prepared in nearly four-fifth of universities to which master's theses are submitted, and five to nine dissertations were prepared in 13.1% of universities. The number of universities in which 10 and more master's theses were prepared is four (6.5%). One to two dissertations were prepared in three-fifth of the universities to which doctoral dissertations are submitted. Three to four doctoral dissertations were submitted is 26.1% of universities. Five and more dissertations on the OCBs were prepared in 15 universities. 37.4% (95 dissertations) of the total number of dissertations were submitted to six universities, where more than 10 dissertations are prepared. The highest number of dissertations on the OCBs was prepared in Marmara University, where a total of 30 dissertations were submitted, including 22 master's theses and eight doctoral dissertations. Afyon Kocatepe University ranks the second with 17 master's theses. The third university with the highest number of dissertations on the OCBs is Gazi University with 15 dissertations. These universities are followed by Dumlupınar University with 13 dissertations and Gebze Institute of Advanced Technology and Istanbul University with 10 dissertations each. Similarly, Akyol and Akçay (2015) found out that the highest number of master's theses were prepared in Marmara, Gazi and Dumlupınar Universities in the field of organizational behavior (Akyol and Akçay, 2015). This situation could be considered as a result of the fact that some universities exert efforts to specialize in certain fields and also studies on the OCBs or the academics working in the field of the OCBs are at the same time conducting their duties as thesis advisors. Furthermore, it could be said that the field of the OCBs is productive and convenient for conducting a great many of studies, which is effective in terms of writing down a thesis, just like an article. The concentration of theses on specific subjects in certain universities might also create some negative impacts such as the postgraduate studies to be squeezed in a narrow field.

According to findings of the study, articles on the OCBs were published in 115 different journals. One to two articles on the OCBs were published in the majority of journals (87%), in which more than half of the articles were published (62.2%). One article on the OCBs was published in 72.2% of the journals each, and two articles on the OCBs were published in 14.8% of the journals. Three and more articles on the OCBs were published in 13.1% of the journals. 26 articles that were analyzed were covered by the conference books. According to findings, the journal with the highest number of published articles on the OCBs is the Educational Administration: Theory and Practice (KUEY) with 13 articles, whereas the Institute of Social Sciences Journal of Marmara University ranks the second with eight articles. The Journal of Ege Academic Review and the Journal of Economics and Administrative Sciences of Erciyes University rank the third with five articles each. Four articles were published in each of these journals: Istanbul University, School of Business Administration's Journal of the Economy of Business Administration, the Journal of Defense Sciences, Gazi University, Journal of the School of Economy and Administrative Sciences, Süleyman Demirel University, Journal of the School of Economy and Administrative Sciences, Uşak University, Journal of Social Sciences, the Journal of Industrial Relations and Human Resources and the Review of Public Administration. Seven journals out of 11 in which five and more articles on the OCBs were published are related with the economics and administrative sciences. Three of these journals are published by the institute of social sciences, whereas one journal is related with defense. It is striking that the journal with the highest number of published articles on the OCBs is related with the field of educational management. This situation corresponds to the finding that the field of business management is predominant in terms of the fields in which the studies are conducted and it could be considered as a result of the intensive transference of conceptualizations of the field of business management into the field of education. It is also striking that the second journal with the highest number of articles on the OCBs is published by Marmara University, in which the highest number of dissertations on the OCBs are published. The presence of academics focusing on the subject of the OCBs could have been influential in the mentioned university.

It was found out that 117 different themes along with the OCBs were used in this study. It could be said that almost all the themes related with organization, management and employee were used along with the OCBs. According to findings regarding the categorization of these themes within the context of conceptualizations of the OCBs in the body of literature, the themes that are used the most are organizational premises of the OCBs in articles and dissertations. The premises of the OCBs in terms of the organization-individual relation rank the second and the individual premises rank the third. The themes that are mentioned the least are the resources of the OCBs and the level and results of behaviors. These findings correspond to the findings obtained by Organ and Ryan (1995) and Van Dyne & LePine (1998 quoted by LePine, Erez and Johnson, 2002), indicating that one of the predominant characteristics of studies on the OCBs is that the focus is on the structures which are perceived as premises of the OCBs. Furthermore, the initial studies in this field focus mostly on premises on the OCBs, individual differences, attitudinal variances and characteristics of the job, whereas the number of researches on possible consequences of the OCBs is quite limited (Podsakoff, et al., 2014); and this situation is valid for studies on the OCBs in Turkey to a great extent.

According to findings of this study, 17 themes were mentioned along with the OCBs in 10 and more studies. The theme of organizational commitment ($f=68$) is mentioned the most along with the OCBs, organizational justice ranks the second ($f=67$), leadership ranks the third ($f=56$), job satisfaction ranks the fourth ($f=41$) and organizational trust ($f=30$) ranks the fifth. These theme are respectively followed by the work performance, organizational culture, and emotional intelligence, level of the OCBs, demographic characteristics, organizational identification, burnout, personality characteristics, organizational silence, organizational and work values and the intention to leave/keep the job. These findings correspond to those obtained by Costa and De Andrade (2015) as well. Analyzing the articles on the OCBs in international journals in fields of management and psychology in the period of 2002-2012, Costa and De Andrade (2015) found out that the main themes consist of the organizational justice, job performance and tasks, business satisfaction and organizational commitment. Akyol and Akçay (2015) also determined that the highest number of dissertations were prepared with regard to leadership and business satisfaction in the field of organizational behavior in 2000- 2010. A great many of studies also found out that the theme of leadership has been used the most in various dissertations and articles in different fields – mostly the field of education (Aydın, Erdağ and Sarier, 2010; Aypay et al., 2010; Turan et al., 2014; Aydın and Uysal, 2011; Koyuncu, 2015; Aypay, Karadağ and Baloglu, 2010). As determined by Koyuncu (2015) within the context of congress declarations concerning the business management, the highest number of researches was conducted in such subjects as leadership, business satisfaction, organizational commitment, conflict and performance. There are many researches especially regarding the popular themes of the business management fields of journals with regard to education in Turkey (Aydın and Uysal, 2011) but there are different findings in the international body of literature. Analyzing 671 articles that were published in eight prominent peer-reviewed journals in the field of educational assessment, Parylo (2010) determined that the teaching and learning are the most popular subjects, which are followed by such issues as success and evaluation of success, and that the management and leadership are the mentioned least. This situation could be related with the limited or extended scope of journals. Nevertheless, in light of the findings of this study, it could be said that the studies on the OCBs strongly reflect the popular themes that are used by the academic studies in Turkey. A great many studies analyzing the articles and dissertations in such fields as education, educational management and business management (İşçi, 2013; Uysal, 2013; Balcı, 2008; Turan et al., 2014) found out that there is an accumulation in a narrow field, works are frequently carried out on similar subjects, certain subjects become popular and preferred in certain years and non-creative and non-original researches are conducted. Despite a great many studies on the OCBs and the use of 117 themes along with the OCBs, it could be said that the studies on the OCBs transfer the mentioned narrow framework into the field of the OCBs. In spite of the abundance of quantitative studies on the OCBs and quantitative richness of the themes; the presence of similar and repetitious studies and lack of creative and original studies on the OCBs point to a certain limitation in quantitative richness of the OCBs in terms of quality.

Within the context of an overall assessment, the studies that are conducted with regard to organizational behaviors in Turkey started to emerge in a very late period in terms of the development of studies throughout the world. This situation might be caused by the fact that the stream of the OCBs has not been considered a fashion until the period of 2000s, contrary to the TQM. There was almost a boom in the number of studies on the OCBs in the international body of literature in the period of 2000s, which has also led to the emergence and an increase in the number of studies on the OCBs in Turkey. In an atmosphere in which conceptualizations become fashionable and consumed in a short period of time just like they do in many fields of social sciences, the OCBs were discovered a long period of time after their emergence in the world and now it was their turn to become fashionable (!). It is seen that a large number of studies on the OCBs were conducted by various researchers in a short period of time. In today's conditions in which the performance-based assessment is generally accepted, the researchers must act in line with an obligation to release publications in technical terms in order to achieve the academic standards or get points to become an associate professor, etc. instead of creating original theoretical approaches. There are in a sense the "mass production" of works that analyze

the relation of the OCBs with all the themes which are incorporated into publication catalogues and which become fashionable, instead of some efforts aimed at enriching the field such as questioning the concepts that are used, reviewing them with a critical approach or creating new approaches. The studies repeat themselves both theoretically and practically. The researchers, who limit themselves by carrying out researches based on the quantitative paradigm, come to considerably limited and theoretically insufficient conclusions in the process of defining and designing the OCBs. The OCBs should be dealt with in terms of the organizational interest as a whole. It is currently impossible to argue that an original development in the field of the OCBs in Turkey, which is capable of making contributions to the body of literature worldwide, has emerged after a process of 15 years. As emphasized by Jha and Jha (2009), a similar situation is valid for studies on the OCBs throughout the world. Although a great many of factors were analyzed with regard to the OCBs, a holistic approach even about premises of the OCBs is yet to emerge. The heavy increase in the number of researches on the OCBs has caused confusion about the structure of the OCBs (Podsakoff et al., 2000).

Although there is a large number of researches in the field of the OCBs, the researches that deal with the OCBs from a different perspective and analyze them particularly from a theoretical perspective, as well as the qualitative studies that address the dimensions of the OCBs in terms of various fields and working groups are required. It could be said that the studies to be conducted in this direction would make contributions to the process of developing a holistic model based on sound theoretical foundations with regard to the OCBs. Furthermore, such studies would ensure that an original contribution from Turkey could be made to the body of literature regarding the OCBs.

References

- Akyol, B., & Akçay, R. C. (2015). Analysis of organizational behaviour studies in Turkey. *Journal of Theory and Practice in Education*, 11(1), 149-170.
- Al, U., & Coştur, R. (2007). Türk Psikoloji Dergisi'nin bibliyometrik profili. *Türk kütüphaneciliği*, 21(2), 142-163.
- Al, U., & Soydal, İ. (2011). Atıf dizinlerindeki Türkiye adresli dergiler üzerine bir değerlendirme. *Bilgi Dünyası*, 12(1), 13-29.
- Alexander, H. A. (2006). A view from somewhere: Explaining the paradigms of educational research. *Journal of Philosophy of Education*, 40(2), 205-221. <http://dx.doi.org/10.1111/j.1467-9752.2006.00502.x>
- Armutlu, C., & Arı, G. S. (2010). Yönetim modalarının yüksek lisans ve doktora tezlerine yansımaları: Bibliyometrik bir analiz. *ODTÜ Gelişme Dergisi*, 37, 1-23.
- Aydın, A., Erdağ, C., & Sarier, Y. (2010). Eğitim yönetimi alanında yayınlanan makalelerinin konu, yöntem ve sonuçlar açısından karşılaştırılması. *Eurasian Journal of Educational Research*, 39, 37- 58.
- Aydın, İ., & Bozgeyik, B. (2015). Yönetim modaları. In Prof. Dr. İbrahim Ethem Başaran'a Armağan. İ. Aydın & Ş. Çinkır (Eds). Ankara: Anı
- Aydoğan, İ. (2010). Örgütsel vatandaşlık davranışı. In Memduhoğlu H.B. & Yılmaz K. (Eds.), *Yönetimde yeni yaklaşımlar* (pp.291-316). Ankara: PEGEMA
- Aypay, A., Baloğlu N., & Karadağ, E. (2010). *Eğitim yönetimi araştırmalarına analitik bir bakış: Kuram ve uygulamada eğitim yönetimi dergisinin analizi-2004 ile 2009-*. 5. Ulusal Eğitim Yönetimi Kongresinde sunulan bildiri. Gazi Üniversitesi Eğitim Fakültesi, Ankara.
- Aypay, A., Çoruk, A., Yazgan, D., Kartal, O., Çağatay, M., Tunçer, B., & Emran, B. (2010). The status of research in educational administration: An analysis of educational administration journals, 1999-2007. *Eurasian Journal of Educational Research*, 39, 59-77.
- Balcı, A. (1990). Türkiye'de Eğitim Araştırmalarının Durumu: Ankara Üniversitesi Bilimleri Fakültesi Örneği. *Eğitim Bilimleri Birinci Ulusal Kongresi (24- 28 Eylül 1990) Bildiriler III Eğitim Yönetimi ve Planlaması ve Halk Eğitimi*. Ankara: Milli Eğitim Basımevi
- Balcı, A. (2008). Türkiye'de eğitim yönetiminin bilimleşme düzeyi. *Educational Administration: Theory and Practice*, 54, 181-209.
- Balcı, A., & Apaydın, Ç. (2009). Türkiye'de eğitim yönetimi araştırmalarının durumu: Kuram ve uygulamada eğitim yönetimi dergisi örneği. *Kuram ve Uygulamada Eğitim Yönetimi*, 15(59), 325-343.
- Çalık, M., & Sözbilir, M. (2014). İçerik analizinin parametreleri. *Eğitim ve Bilim*, 39(174), 33-38.
- Carpenter, N. C., Berry, C. M., & Houston, L. (2014). A meta-analytic comparison of self-reported and other-reported organizational citizenship behavior. *Journal of Organizational Behavior; J. Organiz. Behav.*, 35, 547-574. <http://dx.doi.org/10.1002/job.1909>
- Cetin, S., Gurbuz, S., & Sert, M. (2015). A meta-analysis of the relationship between organizational commitment and

- organizational citizenship behavior: Test of potential moderator variables. *Employ Respons Rights J.*, 27, 281–303. <http://dx.doi.org/10.1007/s10672-015-9266-5>
- Costa, V. F., & De Andrade, T. (2015). Comportamento de cidadania organizacional: Caracterização da produção científica internacional no período de 2002 a 2012, *RAM. Revista de Administração Mackenzie*, 16(2), 45-71. <http://dx.doi.org/10.1590/1678-69712015/administracao.v16n2p45-71>
- Diem, A., & C. Wolter, S. C. (2013). The Use of Bibliometrics to Measure Research Performance in Education Sciences, *Res High Educ* (2013) 54, 86–114. <http://dx.doi.org/10.1007/s11162-012-9264-5>
- DiPaola, M. F., Tarter, J., & Hoy, W. K. (2004). Measuring organizational citizenship of schools: the ocb scale the OCB scale. In Hoy, W.K. & Miskel, C. (Eds.). *Educational Leadership and Reform* (pp. 319-342).
- EBSCOhost (2016). In Ebscohost Online Database. Retrieved January, 10, 2016 from <https://www.ebscohost.com/>
- Fazlıoğlu, O. (2012). Türkiye’deki Eğitim Bilimleri Doktora Tezlerinin Karakteristikleri, Ankara Üniversitesi Eğitim Bilimleri Enstitüsü Yayınlanmamış Doktora Tezi
- Gok, E., & Weidman, J. C. (2014). Advancing research on comparative and international education in Asia: contribution of the Asia Pacific Education Review. *Asia Pacific Educ. Rev.*, 16, 331–341. <http://dx.doi.org/10.1007/s12564-015-9383-8>
- Göktaş, Y., Hasançebi, F., Varışoğlu, B., Akçay, A., Bayrak, N., Baran, M., & Sözbilir, M. (2012). Türkiye’deki eğitim araştırmalarında eğilimler: Bir içerik analizi, *Kuram ve Uygulamada Eğitim Bilimleri • Educational Sciences: Theory & Practice*, 12(1), 443-460.
- Graham, J. W. (1986). Organizational citizenship informed by political theory. Paper presented at the Annual Meeting of the Academy of Management, Chicago, IL, August.
- Graham, J. W. (1991). An essay on organizational citizenship behavior. *Employee Responsibilities and Rights Journal*, 4(4), 249-270. <http://dx.doi.org/10.1007/BF01385031>
- Hallinger, P. (2014). Reviewing Reviews of Research in Educational Leadership: An Empirical Assessment. *Educational Administration Quarterly*, 50(4) 539–576. <http://dx.doi.org/10.1177/0013161X13506594>
- Hallinger, P., & Chen, J. (2015). Review of research on educational leadership and management in Asia: A comparative analysis of research topics and methods, 1995–2012. *Educational Management Administration & Leadership*, 43(1), 5–27. <http://dx.doi.org/10.1177/1741143214535744>
- İşçi, S. (2013). Türkiye’de Eğitim Yönetimi Alanında Yapılmış Lisansüstü Tezlerin Tematik, Metodolojik ve İstatistiksel Açidan İncelenmesi, Eskişehir Osmangazi Üniversitesi Eğitim Bilimleri Enstitüsü, Yayınlanmamış Yüksek Lisans Tezi
- İzbul, Y. (1977). Dilde Uzlaşma. *Eğitim ve Bilim*, 2(7), 42-44.
- Jha, S., & Jha, S. (2009). Determinants of Organizational Citizenship Behaviour: A Review of Literature. *Journal of Management & Public Policy*, 1(1), 33- 42.
- Karadağ, E. (2010). Eğitim bilimleri doktora tezlerinde kullanılan araştırma modelleri: Nitelik düzeyleri ve analitik hata tipleri. *Kuram ve Uygulamada Eğitim Yönetimi [Educational Administration: Theory and Practice]*, 16(1), 49-71
- Koyuncu, S. C. (2015). Örgütsel davranış alanında odaklanılan konular ve kullanılan yöntemler: 2010-2015 yılları ulusal işletmecilik kongre bildirileri üzerine bir inceleme. *İş ve İnsan Dergisi*, 2(2), 127-135. <http://dx.doi.org/10.18394/iid.44439>
- Kula, O. B. (2013). Bilimde yanlışlık/yansızlık sorunsalı. *Abant İzzet Baysal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*.
- LePine, J. A., Erez, A., & Johnson, D. E. (2002). The nature and dimensionality of organizational citizenship behavior: a critical review and meta-analysis, *Journal of Applied Psychology*, 87(1), 52–65. <http://dx.doi.org/10.1037/0021-9010.87.1.52>
- Liu, W., Hu, G., Tang, L., & Wang, Y. (2015). China’s global growth in social science research: Uncovering evidence from bibliometric analyses of SSCI publications (1978–2013), *Journal of Informetrics*, 9, 555-569. <http://dx.doi.org/10.1016/j.joi.2015.05.007>
- Nederhof, A. J., Zwaan, R. A., De Bruin, R. E., & Dekker, P. J. (1989). Assessing the usefulness of bibliometric indicators for the humanities and the social and behavioural sciences: A comparative study, *Scientometrics*, 15 (5-6), 423-435. <http://dx.doi.org/10.1007/BF02017063>
- Organ, D. W. (1977). A reappraisal and reinterpretation of the satisfaction-causes performance hypothesis. *Academy of*

Management Review, 2, 46-53.

- Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lexington, MA: Lexington Books.
- Organ, D. W., & Ryan, K. (1995). A meta-analytic review of attitudinal and dispositional predictors of organizational citizenship behavior. *Personnel Psychology*, 48, 775-802. <http://dx.doi.org/10.1111/j.1744-6570.1995.tb01781.x>
- Örücü, D., & Şimşek, H. (2011). Akademisyenlerin gözünden türkiye’de eğitim yönetiminin akademik durumu: Nitel bir analiz. *Kuram ve Uygulamada Eğitim Yönetimi*, 17(2), 167-197.
- Parylo, O. (2010). Evaluation of educational administration: A decade review of research (2001–2010). *Studies in Educational Evaluation*, 32, 72-83.
- Podsakoff, N. P., Podsakoff, P. M., Mackenzie, S. B., Maynes, T. D., & Spoelma, T. M. (2014). Consequences of unit-level organizational citizenship behaviors: A review and recommendations for future research, *Journal of Organizational Behavior*, 35, 87–119.
- Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management*, 26, 513–563.
- Poyrazlı, Ş., & Şahin, A. E. (2010). Uluslararası dergiler için İngilizce makale yazma ve yayımlama sürecine ilişkin temel öneriler. *Eğitim ve Bilim*, 34(151).
- Saban, A., Koçbeker Eid, B. N., Saban, A., Alan, S., Doğru, S., Ege, İ., Arslantaş, S., Çınar, D., & Tunç, P. (2010). Eğitimbilim alanında nitel araştırma metodolojisi ile gerçekleştirilen makalelerin analiz edilmesi, *Selçuk Üniversitesi Ahmet Keleşoğlu Eğitim Fakültesi Dergisi*, 30, 125-142.
- Şeşen, H. (2008). Örgütsel vatandaşlık davranışı çalışmaları üzerine eleştirel bir çözümleme: teleolojik ve epistemolojik kaygılar. *Savunma Bilimleri Dergisi*, 7(2), 57-86.
- Turan, S., Karadağ, E., Bektaş, F., & Yalçın, M. (2014). Türkiye’de eğitim yönetiminde bilgi üretimi: Kuram ve Uygulamada Eğitim Yönetimi Dergisi 2003-2013 yayınlarının incelenmesi. *Kuram ve Uygulamada Eğitim Yönetimi [Educational Administration: Theory and Practice]*, 20(1), 93-119. doi: 10.14527/kuey.2014.005
- Turkish Language Association (TDK) (2016). Vatandaş/Yurttaş. [http://www.tdk.gov.tr/index.php?option=com_gts&kelime=VATANDA%C5%9E/\(12/02/2016\)](http://www.tdk.gov.tr/index.php?option=com_gts&kelime=VATANDA%C5%9E/(12/02/2016))
- Uysal, Ş. (2013). *Türkiye’de Eğitim yönetimi teftişi planlaması ve ekonomisi alanındaki doktora tezlerinin incelenmesi*, Eskişehir Osmangazi Üniversitesi Eğitim Bilimleri Enstitüsü Yayınlanmamış Doktora Tezi
- Van Yperen, N. W., van den Berg, A. E., & Willering, M. C. (1999). Towards a better understanding of the link between participation in decision-making and organizational citizenship behaviour: a multilevel analysis. *Journal of Occupational and Organizational Psychology*, 72, 377-392.
- WOS (2016). In The Web of Science platform. Retrieved January 11, 2016 from http://ipsience.thomsonreuters.com/product/web-of-science/?utm_source=false&utm_medium=false&utm_campaign=false
- Yağcıoğlu, S. (2005). Dil asla masum değildir. *Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 7(2), 136-143.
- Yaylacı, A. F. (2011). Örgütsel yurttaşlık sistemi. *Uşak Üniversitesi Sosyal Bilimler Dergisi*, 4(1), 73-92.
- Yaylacı, A. F. (2015). Eğitim Örgütleri İçin Yeni Yapı Önerisi: Örgütsel Yurttaşlık Sistemine İlişkin Bir Kavramsallaştırma Girişimi. In Aydın, İ.&Çinkır, Ş. (Eds) Prof.Dr. İbrahim Ethem Başaran’a Armağan: Eğitimde 52 Yıl (pp. 331-353). Ankara: Anı
- YÖK Dissertation (2016). In YÖK Ulusal Tez Merkezi. Retrieved January 05, 2016 from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Yurt (2016). In *Etimolojiturkce*. Retrieved February 2, 2016, from <http://www.etimolojiturkce.com/kelime/yurt>
- Zhou, Y. (2011). *Review and prospect of research on organizational citizenship behavior*. *International Conference on Management and Service Science*. Aug. 12-14, 2011, Wuhan, China, IEEE Conference Publications, pp. 1 – 4.



This work is licensed under a Creative Commons Attribution 3.0 License.